

Career Preparation

Maine Learning Results Scoring Guide

Performance Standard: **B. Guided by self assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.**

Performance Indicator: **Secondary** - Use a career planning process that includes self assessment, personal development, and a career portfolio as a way to gain initial entry into the workplace.

Performance Task: Develop a resume which summarizes your accomplishments, your education, and your work experience, and which provides a reflection on your strengths. The resume should include the categories identified in the following rubric -

<i>Scoring Rubric</i>	DOES NOT MEET THE STANDARD “part of the skill part of the time”	PARTIALLY MEETS THE STANDARD “part of the skill all of the time or all of the skill part of the time”	MEETS THE STANDARD “all of the skill all the time”	EXCEEDS THE STANDARD “all of the skill all the time with increased sophistication”
Identification	The student does not provide his or her name, address, phone number(s), and e-mail address.	The student provides some of the following: his or her name, address, phone number(s), and e-mail address.	The student provides his or her name, address, phone number(s), and e-mail address.	
Job Objectives	The student is not able to provide a summary of his or her education, achievements, and work experience, using a chronological or functional format.	The student is partially able to provide a summary of his or her education, achievements, and work experience, using a chronological or functional format.	The student is able to provide a summary of his or her education, achievements, and work experience, using a chronological or functional format.	

Key Accomplishments	The student is not able to provide an examination of her or his skills and experience.	The student is able to provide a simple outline examination of her or his skills and experience. This section includes some, but not all of the following: the name of the skill area; the performance or behavior, knowledge or personal traits that contribute to the students success in that skill area; the students background; and specific experiences that demonstrate his or her application of the skill.	The student is able to provide a detailed examination of her or his skills and experience. This section includes the name of the skill area; the performance or behavior, knowledge or personal traits that contribute to the students success in that skill area; the students background; and specific experiences that demonstrate his or her application of the skill.	
Education	The student is not able to provide a sampling of his or her best work.	The student is partially able to provide a sampling of his or her best work by including some of the following - reports, papers, studies, brochures, projects, presentations, etc.	The student is able to provide a sampling of his or her best work, including reports, papers, studies, brochures, projects, presentations, etc.	Besides print samples, you can also include CD-ROMs, videos, and other multimedia formats.
Experience	The student is not able to provide a collection of kudos she or he has received.	The student is partially able to provide a collection of kudos she or he has received from customers, clients, colleagues, past employers, or teachers/professors.	The student is able to provide a collection of kudos she or he has received - from customers, clients, colleagues, past employers, teachers/professors, etc.	
Affiliations / Interests	The student is not able to provide a collection of some of the certificates, awards, honors, and scholarships he or she has earned.	The student is able to provide a collection of some of the certificates, awards, honors, and scholarships he or she has earned.	The student is able to provide a collection of the certificates, awards, honors, and scholarships he or she has earned.	
References	The student is not able to provide a partial list of conferences, seminars, and workshops she or he has participated in and/or attended.	The student is partially able to provide a list of conferences, seminars, and workshops she or he has participated in and/or attended.	The student is able to provide a list of conferences, seminars, and workshops she or he has participated in and/or attended.	
Transferable Skills	The student is not able to provide a description of relevant courses, degrees, licenses, and certifications he or she has earned.	The student is partially able to provide a description of relevant courses, degrees, licenses, and certifications he or she has earned.	The student is able to provide a description of relevant courses, degrees, licenses, and certifications he or she has earned.	

